U.S. History Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Military Intervention Research Project: Grading Rubric**

WHS Research Standard: *Students will conduct research to solve a problem, address a question, or develop a position by gathering materials and evidence from diverse sources.*

Here is how you will meet (or exceed) the research standard with your work on **this** project:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Performance**  **Indicator** | **1**  Does not meet | **2**  Partially Meets | **3**  Meets | **4**  Exceeds |
| 1. **Students will generate a research question and develop and refine a plan to address this question.** | Research does not attempt to answer an inquiry question on the topic. Limited evidence of a research plan. | Research is framed around a simplistic question on the topic. Evidence of an initial research plan is present. | Research plan is framed around a question that promotes inquiry into the topic. Research plan is developed and revised. | Student justifies revisions to the research plan throughout the process. |
| 1. **Students will gather information from diverse sources and evaluate the relevance, validity and potential biases of the sources.** | No evidence of source evaluation. Source variety is limited. | Some evidence of source evaluation. Reliance on unscholarly sources. | Information from diverse sources is evaluated for relevance, validity, and potential bias. | Sources include a consistent use of scholarly material, and are evaluated for relevance, validity, and potential bias. |
| 1. **Students will organize and synthesize information.** | Lack of organization. Information is gathered in a random fashion. | Research is organized according to sub-topics within the larger topic. | Research has been effectively organized and analyzed to support findings. | Research from across the topic, including multiple perspectives, is synthesized to support original ideas. |
| 1. **Students will express their findings orally and/or in writing in order to demonstrate knowledge of the topic.** | Essay or presentation is largely unclear, and does not demonstrate much knowledge and understanding of the topic. | Essay or presentation is mostly clear and demonstrates some knowledge and understanding of the topic. Some lack of clarity in oral and/or written expression. | Essay or presentation demonstrates knowledge and understanding of the topic. Written and/or oral expression is consistently clear. | Essay or presentation demonstrates significant knowledge and thorough understanding of the topic. Sophisticated communication orally and/or in writing. |
| 1. **Students will adhere to citation guidelines and respect intellectual property rights.** | Citations are not used. | Inconsistent use of citations for research sources and images. | Sources for research are properly cited in MLA format. Media like images and music, if present, are properly sourced. | A variety of citation strategies are appropriately used to document the source of researched information. |

Score for Indicator D is multiplied by two when calculating the total score.

Grading Scale: A = 24-21 B = 20-17 C = 16-13 D = 12-9 F = 8 or below